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ABSTRACT

The student and faculty experiences in, and their attitudes toward, four-year programs in the General Colleges Extended Programs at the University of Minnesota were surveyed. Questionnaires distributed to the population, consisting of General College faculty members, four-year students in residence, and former students who had finished one or the other of the four-year degrees, polled the faculty and graduate attitudes about advising, internship, and evaluation. General findings indicate: (1) some units within the college work with more extended-program students than others; (2) respondents seemed to feel that internships are designed to develop a student's proficiency in his area of concentration; (3) most respondents would like more guidelines in working with students preparing for internships; (4) advisors were helpful during the internship; (5) the majority of graduates worked on jobs related to their areas of concentration as their internship experience; and (6) outstanding characteristics of the program noted were flexibility and the ability to develop individualized programs. (Author/KE)

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Since the first modest beginnings of the General College Extended Programs--now called the Baccalaureate Programs--student and faculty experiences in, and their attitudes toward, four-year programs in the General College have been a subject of intense interest, not only among General College staff members but also in the academic community at large. An early participant in the Extended Programs as they developed was Mark Ludlow, who served as an advisor for many four-year students and who undertook the first formal study of student and faculty attitudes toward the Extended Programs.

In the spring of 1973, Mr. Ludlow devised a questionnaire and distributed it to a population consisting of General College faculty members, General College four-year students in residence during the spring of 1973, and former General College students who had finished one or the other of the General College four-year degrees. His full study--including a formal statement of the problem, design of the study, methods and procedures, etc.--was ultimately titled "The Baccalaureate Programs of the General College: A Survey of Faculty and Graduace Attitudes about Advising, Internship, and Evaluation". Chapter IV of the full study, "Findings and Discussion", comprises this issue of The General College Studies.

The author of this report is an instructor of business studies in the General College Division of Natural Science, Mathematics, and Business Studies. Copies of Mr. Ludlow's complete study may be obtained from him or from the General College Research Office.

HE 006 257

Editors: DAVID L. GIESE, Assistant Dean • ALEX KURAK, Professor, Arts, Communication and Philosophy

The Baccalaureate Programs of the General College: A Survey of Faculty and Graduate Attitudes about Advising, Internship, and Evaluation

Chapter IV

Findings and Discussion

By

Mark Ludlow

The findings and discussion in this section are divided into three parts: (1) the questionnaire to faculty advisors, (2) the questionnaire to graduates, and (3) a comparison of common items on both questionnaires of the study.

I. Findings of the Questionnaire to Faculty Advisors

Sixty of the 133 (45.1 percent) faculty-advisor questionnaires were returned to the investigator. There is no way of knowing what percentage of the faculty advisors in the College are represented by the return of sixty questionnaires; many faculty members who returned questionnaires may be advisors to students enrolled in Extended Programs, but some may not be.

The questionnaire to faculty advisors included questions in two areas: personal data and data related to Extended Programs. Personal data items asked about the advisor's (1) division membership, (2) number of advisees, (3) type of degree being pursued by his advisee, and (4) advisee areas of concentration. Data related to Extended Programs items polled the faculty advisors' feelings about the meaning of internships, some suggested guidelines to aid in advising, and the Extended Programs in general.

Personal Data Table I, "Advisor's Unit Representation and Number of Advisees", summarizes the data by the number of advisors responding from each unit of the College and their reported number of advisees.

TABLE I

ADVISORS' UNIT REPRESENTATION AND NUMBER OF ADVISEES

College Unit	Number of Respondents	Average Number of Advisees
Literature, Communication and Philosophy	17	1.1
Psychology and Family Studies	8	3.9
Natural Science and Mathematics	9	4.0
Business Studies	5	7.6
Social Studies	6	2.0
Student Personnel Services	5	3.0
Administration	3	5.3
Consolidated HELP Center	4	4.7
General Arts	3	5.0
Totals	60	3.3

College Unit	Number of Advisees				
	0	1-3	4-6	7-9	10 or Over
Literature, Communication and Philosophy	11	6			
Psychology and Family Studies	1	5	1		1
Natural Science and Mathematics	1	5	2	1	
Business Studies		1	1	1	2
Social Studies	3	2	1		
Student Personnel Services	2	1	2		
Administration		2			1
Consolidated HELP Center	1	1	1		1
General Arts		1	2		
Totals	19	24	10	2	5

Most of the advisors responding to the item about the number of advisees had from one to three advisees (24 respondents). Although nineteen of those responding had no advisees, their comments on other parts of the questionnaire were considered valid since as faculty members they are eligible to be advisors. Only five of the sixty respondents had ten or more advisees, even though an informal College policy states that no one should have over five Extended Programs advisees. Ten of the respondents reported having four to six advisees.

The investigator wanted to report on the average number of advisees advisors from each College unit had. On the questionnaire, advisors could select from five choices to report the number of advisees. These choices were 0, 1-3, 4-6, 7-9, and 10 and over. The investigator took the upper limit of each choice (with the exception of choice five where the number ten was used) and multiplied the upper-limit figure by the number of responses to the choice by respondents in each College unit. The last column in Table I, "Average Number of Advisees" represents the results of this computational procedure. It was found that the "Business Studies" unit within the College had the largest average number (7.6) of advisees per respondent from that unit. The smallest number (1.3) of advisees per respondent per collegiate unit was found in the "Literature, Communication and Philosophy" unit. The average number of advisees for all respondents in the study was three and three-tenth (3.3).

The advisor-respondents were asked whether their advisees were pursuing the BGS or BAS degree. The respondents were also asked to list the major areas of concentration of their advisees. The responses were summarized in eight categories and are reported in Table II, "Areas of Concentration of Advisees as Stated by Advisors". Advisors responded that the greatest number of their advisees were pursuing "Business", with twenty-three of the sixty-five responses (35.4 percent) in that category. "Social Service" followed next, with twelve responses; and "Criminal Justice and Legal Studies" areas ranked third, with nine responses. Six of the responses were in "Health Sciences", five in "Symbolic Systems", and the remaining responses in "Physical and Biological Sciences", Behavioral Sciences", and the "Arts"; four, four, and two responses, respectively, in these categories.

TABLE II

AREAS OF CONCENTRATION OF ADVISEES
AS STATED BY ADVISORS

Area of Concentration	Number of Responses
Business	23
Social Service	12
Criminal Justice and Legal Studies	9
Health Sciences	6
Symbolic Systems	5
Physical and Biological Sciences	4
Behavioral Sciences	4
Arts	2

The Extended Programs guidelines (in the "requirements for graduation" section) note that a student is to develop a level of proficiency in his area of concentration. The guidelines state that proficiency should be gained through "credits and performance".

The investigator was curious about whether or not advisors felt internship was considered a "performance" in which proficiency should be developed. In one questionnaire item, respondents were asked to select two statements that best expressed their feelings about internships. If the two statements presented did not express their feelings, respondents could write in other definitions for the term "internship". Fifty-seven of the sixty respondents completed the item. Twenty-two advisors responded affirmatively to: "Enternships are designed to develop a level of proficiency or competency in specified tasks or understandings." Eighteen advisors responded affirmatively to: "Internships are designed to provide a student with a series of meaningful experiences." Twelve of the advisors checked both statements on the questionnaire. Four advisors wrote definitions that essentially combined the two statements. Taking those respondents checking both statements (12) and those writing definitions (4) that essentially combined the two statements, it was found that the fifty-six responses to the item are almost equally distributed between the three alternatives, with a slight favor (22 to 18 to 16) toward the statement expressing the idea that internships were to develop proficiency.

The investigator was also interested in the adequacy of present guidelines for advising students and wrote an item designed to elicit opinions about the guidelines. Forty-five advisors said they would have liked more guidelines for advising students about internships. Only five advisors felt they did not need more guidelines for advising interns and ten respondents did not complete the item.

Those advisors (45) who responded "yes" to the question about the need for more guidelines were asked if they would indicate the importance they placed on having some advising "tools" that would assist them in advising students. Five "tools" were listed and the respondents were asked to rank the importance of them with the number "one" being most important, number "two" being next most important, and so on. Most advisors followed the ranking instructions, but thirteen of the forty-five placed one or more check marks in the spaces designed for placing the ranking numerals. A summary of the advisors ranking is found in Table III. The numerals (one through five) used by the respondents for ranking were given a weighting so that a rank-order of the five "tools" offered as alternatives could be established. A six weight was given to each rank number a "one", a five for each rank number "two", and so on down to a two weighting given for each number "five" ranking by the faculty advisors. The "checks" incorrectly placed by thirteeen advisors were counted and the frequency (f) of checked "tools" was placed in Table III.

The investigator felt that even though some advisors had not followed directions, their opinions on the importance of the "tools" were significant in the interpretation of the item. A weighting factor of five (5) was given to the check marks and added to the sum of the weighted rankings to see if it would influence the rank-position of the "tools". It did not. A weighting factor of three (3) was given to the check marks for the same reason; it did not influence the rank-position of the "tools".

The faculty-respondents' rankings revealed that they would like to have some kind of format to use when they advised students about internships. The advisee would complete a proposal outlining the objectives of, and formulating a procedure for, his intern experiences. Secondly, the advisors also expressed a desire for a listing of available internships. In third place was the respondents' desire for a standardized method for evaluating internship experiences. Ranked fourth was the need for a standardized proposal form for internships to be completed by the students. Finally, the faculty also expressed an interest in a list of other faculty members who may know of available internships.

Three faculty members wrote out their own ideas about guidelines. One of the write-ins was a caution about the inflexibility of some standardized forms. Another write-in mentioned the importance of evaluation of internship experiences by the student and the supervisor, as well as by the advisor. A third faculty respondent stated that individuals involved with Extended Programs ought to consider advice from the community about what kinds of attributes they should look for in an intern.

Summary of the advisor questionnaire findings. The findings of this portion of the study seem to indicate that some units within the College work with more Extended Programs students than others. In fact, some individuals within particular units exceed the College's recommended number of advisees by 100 percent. A majority of the respondents' advisees is pursuing the Bachelor of Applied Studies (BAS) degree.

The respondents seem to feel that internships are designed to develop a student's proficiency in his area of concentration, although some felt internships should be a series of meaningful experiences. Most of the respondents (90 percent) would like more guidelines in working with students preparing for internships.

TABLE III

ADVISORS' RANKING OF TOOLS TO ASSIST IN ADVISING STUDENTS

Items	Rank Order	Number of Times Item Ranked		
		First	Second	Third
A format for the student whereby he/she would write what he/she expects from an internship experience and then use that as a basis for formulating the experience	1	8	9	9
A listing of internships available to students in different areas	2	10	5	4
A standardized method for evaluating internship experiences	3	4	9	9
A standardized form for internships similar to the Individual Study Form	4	4	5	7
A listing of other faculty members who may know of available internships	5	1	2	3

II. Findings of the Questionnaire to Graduates

The questionnaires sent to Extended Program graduates focused on their present employment, experiences during internship, and feelings about the overall Extended Programs. Thirty-five of the fifty-three questionnaires sent to graduates (66.0 percent) were returned to the investigator.

The first item on the questionnaire asked about the graduate's present employment. Twenty-six of the thirty-five respondents (74.3 percent) were employed in the area designated by them as their area of concentration at the time of their acceptance into the Extended Programs. Of the nine not employed in their area of concentration, two were continuing their education and seven were employed in a field unrelated to their area of concentration; none was unemployed, Assuming the graduates who did not respond to the questionnaire were not employed in their areas of concentration, the conclusion seems to be that 49.1 percent of those students graduated from Extended Programs through June 1973 were employed in their area of concentration.

Twenty-nine of the graduates (82.8 percent) responded to the question about the internship proposal. Twenty-three said they had written a proposal for their internship and six said they had not written a proposal. The respondents were asked to comment on the proposal. Ten graduates mentioned writing a proposal outlining the objectives and goals of their internship with an advisor. There were seven comments about how the proposal gave direction to the internship, and three graduates reported writing summaries of their internship activities. One graduate commented that his internship was a report on past work experience which did not take place while he was enrolled in the Extended Programs. Table IV, "Comments Relating to Advisees Proposals", summarizes the comments relating to the advisees' proposals for internship while they were enrolled in the Extended Programs.

Table V, "Meetings with Faculty Monitor during Internship", summarizes the number of advisor-advisee meetings that took place during the time of the advisee's intership experience. Almost thirty-five percent of the reporting advisees (10 reported) met with their advisors over ten times during the course of their internship experience. Twenty percent (6 reported) mentioned meeting with their advisors seven or eight times during their internship. Only one respondent stated he had never met with his advisor during internship,

Tables VI, VII, VIII, and IX deal with the internship experience. Table VI discusses the guidance desired by students from their advisors. Table VII looks at evaluation procedures set up by advisors as recalled by the advisees. Table VIII reflects responses related to what advisees did during their internships. Table IX notes the respondents' feelings about what they learned during their internship experiences.

TABLE IV

COMMENTS RELATING TO ADVISEE'S PROPOSALS

Question	Response		N
	Yes	No	
Did you write a proposal for internship?	23	6	29
Comments on detail of proposal and/or feelings about the proposal requirement	Proposal gave direction to my internship		7
	Made a report of past work experience		1
	Thorough; objectives and goals outlined		10
	Wrote a summary of activities after completion of internship		3

Note: 29 of the 35 respondents answered this item.

TABLE V

MEETINGS WITH FACULTY MONITOR
DURING INTERNSHIP

Number of Meetings With Advisor	N	Per Cent of Sample
0	1	3.4
1-2	4	13.8
3-4	4	13.8
5-6	4	13.8
7-8	6	20.7
9-10	0	---
Over 10	10	34.5
Totals	29	100.0

NOTE: 29 of the 35 respondents answered this item.

Table VI, "Advisor Guidance during Internship", categorizes the feelings of advisees about advisor guidance. Over seventy percent of the respondents (19 of 26 responding to the item) in the study felt that their advisors gave them adequate direction and guidance during their internship experience. One of the questions asked if interns would have liked less direction on the part of the advisor during the internship; no former interns answered this question in the affirmative. Eighteen interns said their advisor's direction aided in their competency development; seven responses indicated the direction of the advisor was about right; and seven respondents said that all advice by their advisors centered on the baccalaureate degree requirements. When asked what type of direction they would have liked, two-thirds of the respondents said the direction they had received was adequate. Only one respondent felt the guidance given by the advisor was inadequate. It would seem that the interns felt generally satisfied with the guidance they had received during their internship.

Twenty-six of the thirty-five graduates responded to the forced-choice and free-response item on evaluation methods established by the advisor. This data is recorded in Table VII, "Evaluation of Interns' Experiences". Over ninety percent of the graduates responding to the item (24 of 26) stated that the advisor had set up evaluation methods for their internship experience. Seven respondents stated that the evaluation methods were oral and seven stated that the evaluation methods were written. Nine noted that the evaluation methods used were both written and oral. Thirteen responses indicated that an evaluation was made by the supervisor of the internship experience, ten respondents said that they spoke often with their advisor, and six noted that evaluation procedures were measured against established objectives. Some of the respondents (6) mentioned that they were asked to summarize their internship activities in a written report.

Table VIII, "Activities During Internship", reports on the type of activities participated in by respondents during their internships. Most of the respondents (20 of 24 responding to the item) stated that they worked at a job related to their area of concentration. Three respondents completed projects, and one made observations and visitations related to his area of concentration while enrolled in the internship.

Table IX, "Outcomes of Internship", summarizes the data reported by the graduates when asked the question, "What do you feel you learned (that is, what were the benefits to you) from your internship experience?" Twenty-two of twenty-nine respondents reported that their improved technical competency in an area of concentration was the result of experience during the internship. Four responses indicated a positive attitude change toward people, and two responses referred to the opportunity to apply school principles to field practice. One response noted that it is not only important to know what to do on a job, but how to get a job.

TABLE VI

ADVISOR GUIDANCE DURING INTERNSHIP

How would you rate the amount of direction you received from your advisor?	More direction needed	7
	Less direction needed	8
	Adequate direction received	11
	Total respondents	26
What kind of direction did you receive?	Competency development	18
	Degree requirements	7
	Very little (positive)	1
	Very little (negative)	1
		27
What kind of direction would you have liked to receive?	More guidance on proposal	2
	More help in gaining technical skill	2
	More feedback	1
	More help in course selection	1
		6

TABLE VII

EVALUATION OF INTERN'S EXPERIENCES

	Type of Evaluation	Number of Respondents
Did your advisor set up any method for evaluating your experiences?	Written	7
	Oral	7
	Both Written & Oral	9
	Not specified	1
	No Method	2
	Total	26

	Type of Evaluation		
	Written	Oral	Not Specified
Evaluation by Field Supervisor	10	3	
Discussion with Advisor	--	10	
Evaluation against established objectives	2	1	4
Summary of Internship activities	6		

Summary. Most graduates made written proposals for their internship experiences, found their advisors helpful during the internship, and derived benefits from the internship. The majority of graduates worked on jobs related to their areas of concentration as their internship experience. Only two of the graduates responding said no formal evaluation procedures were set up for the internship.

III. A Comparison of Common Items of Both Questionnaires

Both questionnaires asked the respondents to state the "outstanding/strongest characteristic" and "weakest characteristic" of the Extended Programs. Two tables were constructed to summarize the responses to these items. Table X, "Outstanding Characteristics of the Extended Programs", summarizes the responses faculty and students made about the outstanding (strongest) characteristics of the Extended Programs. Table XI, "Weakest Characteristic of the Extended Programs", summarizes the responses by faculty and graduates relating to the weakest characteristics of the Extended Programs.

Outstanding characteristics. The outstanding characteristics mentioned by respondents from both questionnaires were summarized under eleven topics. Both faculty and graduates mentioned with almost equal frequency (8 graduates and 9 faculty) that the "flexibility" was an outstanding characteristic of Extended Programs. Other outstanding characteristics mentioned by both faculty and graduates were: (1) the practical experiences offered by the program; (2) the ability to develop individualized programs; and (3) the aid, cooperation, and involvement of instructors and advisors in the program.

Only graduates mentioned as outstanding characteristics the policy of having students on the admissions committee, the wide range of courses available to students enrolled, and the idea of a demonstration of proficiency.

Faculty advisors also mentioned some items not found in the graduates' responses. Six faculty members responded positively about the opportunity to be involved with students over a long period of time. Four faculty advisors mentioned the high motivation of students, and two advisors liked the idea of having advisees with the same academic or vocational goals as their own.

TABLE VIII

ACTIVITIES DURING INTERNSHIP

Question	Response	Number of Responses
What did you do during internship?	Worked a job (with or without pay) related to my area of concentration	20
	Completed project related to area of concentration	3
	Observations, visitations	1

NOTE: 24 of 36 responded to this item.

TABLE IX

OUTCOMES OF INTERNSHIP

Question	Response	Number of Responses
What do you feel you learned from your internship?	Improved technical competencies related to the area of concentration	22
	Changed my attitude (positively) toward people	4
	Opportunity to apply school principles to field practices	2
	Should learn how to get a job, not just what to do after you have it	1

NOTE: 26 of 35 responded to this item.

TABLE X

OUTSTANDING CHARACTERISTICS
OF THE EXTENDED PROGRAMS

Response	Graduates	Faculty	N
Opportunity to develop individualized program	14	5	19
Flexibility	8	9	17
Program offers practical experiences	6	4	10
Aid, cooperation, and involvement of instructors and advisors in the program	6	3	9
Having students on the admission committee	1		1
Demonstration of proficiency	1		1
Wide range of courses	1		1
Personal involvement and chance to work with students over a fairly extended period		6	6
Students are highly motivated		4	4
Advisees in the same area as their advisor		2	2
Quality of outside supervisors		1	1

Weakest characteristics. Faculty advisor and graduate responses about the question the "weakest characteristics of Extended Programs" were quite varied and could not be summarized in less than twenty-one topics. The most frequent responses (made by three graduates and thirteen faculty members) concerned the "lack of Extended Programs guidelines". Other "weakest characteristics" regarding the structure of the program were: (1) two advisors and two graduates mentioned an "inadequate means of evaluation"; (2) two graduates and one faculty advisor mentioned the "mandatory demonstration of proficiency"; (3) one graduate and one faculty member mentioned the "inequities in granting credits for work experience"; (4) four respondents mentioned the "lack of in-depth (3-level) courses"; and (5) one graduate mentioned the lack of job placement.

A number of respondents mentioned items related to communications in the Extended Programs. Six respondents (five graduates and one faculty member) noted there was a "lack of communication between those involved"; three respondents said the "programs were not well publicized"; and one graduate mentioned the "lack of unity with those already in the programs". Two additional communication problems were mentioned by the graduates: the "poor image of the General College and its students"; and the "lack of coordination of the Extended Programs with other colleges within the University".

Of the items mentioned by graduates only, the concern for the "General College image" and the "lack of organization of the Extended Programs" were mentioned most frequently. Graduates also mentioned a "lack of unity with those already in the Programs" and the desire for a "full-time Extended Programs coordinator/counselor".

Faculty members also pointed out some exclusive areas of "weakest characteristics". Three advisors felt that more emphasis should be placed on the BGS degree, and two advisors felt that the distribution of advisees among the available staff was inequitable. Four respondents mentioned not seeing enough of their advisees and a lack of student initiative in the Programs.

Summary. The respondents had a variety of thoughts about the "outstanding, strongest characteristics" and "weakest characteristics" of the Extended Programs, and it is difficult to generalize about them. Such variety of response is understandable in view of the many options available to students enrolled in the Extended Programs. The factor most often mentioned as an outstanding characteristic of the programs was flexibility. Another outstanding characteristic mentioned by the respondents was the ability of individuals to develop their own programs. Flexibility and individuality, however, can cause problems, and the weakest characteristic most frequently mentioned was the lack of guidelines. Other than the three above-mentioned characteristics of the Programs, no single category contained more than six responses by the respondents.

TABLE XI

WEAKEST CHARACTERISTICS
OF EXTENDED PROGRAMS

Response	Graduates	Faculty	N
Lack of program guidelines	3	13	16
Lack of communication between those involved	5	1	6
Inadequate means of evaluation	2	2	4
Lack of in-depth (3-level) courses	1	3	4
Program not well publicized	2	1	3
Mandatory demonstration of proficiency	2	1	3
Inequities in granting credits for work experience	1	1	2
Lack of program organization	4		4
Bad stereotype of General College and students	2		2
No job placement	1		1
Lack of full-time, permanent Extended Programs counselor/coordinator	1		1
Lack of coordination with other colleges within the University	1		1
Lack of unity with those already in the Program	1		1
Student's lack of knowledge about the field he would like to work in	1		1
Lack of emphasis on BGS		3	3
Students don't see advisors often enough		2	2
Distribution of advisees among staff		2	2
Lack of initiative of some students		2	2
Lack of commitment by the faculty		1	1
College's tendency to stack requirements on the Programs		1	1
Students seem overwhelmed by the proposal		1	1